DOCUMENT RESUME

ED 095 963 JC 740 335

TITLE	Annual Report, Community College of Vermont. Year Ended June 30, 1973.
INSTITUTION	Vermont Community Colleges, Montpelier.
PUB DATE	1 Sep 73
NOTE	39p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Annual Reports; *College Administration; *Community Colleges; Educational Finance; *Educational Objectives; Media Research; Post Secondary Education; *Program Planning; Staff Improvement
IDENTIFIERS	*Community College of Vermont

ABSTRACT

This annual report of the Director, Community College of Vermont, for Fiscal Year 1973, is comprised of 10 sections. These sections are as follows: 1. Report of the Director--Goals, Accomplishments, and Highlights of FY 1973; 2. The Learning Support System and Degree Programs; 3. Planning Services; 4. Planning Programming Budget System; 5. The Role of the Registrar; 6. Tuition and Financial Aid; 7. Educational Media Research; 8. Staff Development; 9. College Plans and Funding for FY 1974; and 10. Appendices: A. Vermont State Colleges Board of Trustees and Community College of Vermont Advisory Council; B. Community College of Vermont's Staff; C. Office Locations; and D. Financial Reports. (DB)

ED 095963

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ANNUAL REPORT

Community College of Vermont

Year Ended June 30, 1973

Peter P. Smith
Director
P.O. Box 81
Montpelier, Vermont
05602

JC 740 335

TABLE OF CONTENTS

I. Report of the Director
Goals, Accomplishments, and Highlights of FY/1973.....1

II. The Learning Support System and Degree Programs 7

III. Planning Services.....10

IV. Planning Programming Budget System.....12

V. The Role of the Registrar.....14

VI. Tuition and Financial Aid.....16

VII. Educational Media Research.....18

VIII. Staff Development.....20

IX. College Plans and Funding for FY/1974.....22

X. Appendices:

A. Vermont State Colleges Board of Trustees
and Community College of Vermont Advisory Council.....27

B. Community College of Vermont's Staff.....29

C. Office Locations.....33

D. Financial Reports.....35

Section I

REPORT OF THE DIRECTOR

Goals, Accomplishments, and Highlights

of

FY/1973

"A new chapter in American higher education is unfolding . . . as Vermont's pioneering statewide non-campus community college system develops."

- James Worsham,
Boston Globe,
August 20, 1972.

REPORT OF THE DIRECTOR

Goals, Accomplishments, and Highlights of FY'73

As the Community College of Vermont looked ahead in July, 1972, the future held major developmental goals to be attained including strengthening the College's services to learners. From its beginning in January, 1971 with only a handful of students, CCV had grown to 650 students being served by three regional sites. During that period of time, the College went through two major phases:

I) The CCV identified operational and educational problems generated by a non-campus, community-oriented college and proposed working solutions to those problems. (January, 1971 - December, 1972)

II) The CCV field tested the proposed solution, evaluated the field experiences, and revised operations accordingly. (January, 1972 - July, 1972)

The goal of phases I and II was to open the College in September, 1972 with a trained staff operating a field tested model in all three regional sites.

FY'73, the beginning of phase III, has been a year of internal growth. During this time, the institution strengthened itself, significantly improved services to learners, and established new links with other organizations in Vermont. The experiences of the past year — data collected, goals met, and other highlights — indicate the increase in the College's maturity and the sophistication of its staff and services.

In its Annual Report for FY'72, the Community College of Vermont set a series of goals for fiscal year '73. Progress toward these goals is one way of measuring the College's success to date. Below are quoted FY'73 goals which appeared in the last Annual Report. Each goal is followed by a summary statement of CCV's progress toward that objective.

Goals

1) To consolidate and strengthen operations in the three existing regional sites.

During the year, operations in all regional sites have improved and stabilized greatly. Coordinators now work with their teams from regional site plans developed three times a year. Teacher and

student support personnel have developed professional relationships within the College. These working groups, in turn, have developed the basis for consistent performance by these staff members to the College's students and teachers. Thus, each regional site knows its responsibilities as a unit comprised of individuals and operates according to a predetermined plan.

2) To serve either 1500 students or 3000 student/course units during every trimester.

The College's total enrollment doubled in FY'73 from 635 students before July, 1972 to over 1200 students during the Spring trimester in 1973. Based on the additional experience of the past year, a ceiling of between 1250-1500 students per trimester appears to be the maximum load possible for the existing staff. Demand for services continues to outweigh the College's capacity to provide services.

3) To develop, for approval, educational programs for CCV students.

The Vermont State Colleges Board of Trustees approved the CCV's competency-based degree structure and its first associate degree program, Human Services, during the Fall, 1972.

4) To seek formal affiliation with the Vermont State Colleges Board, Inc.

In August, 1972, the Vermont State Colleges Board of Trustees voted to merge the Community College of Vermont into its corporation as a fifth member institution. The merger was effective September 1, 1972.

5) To research and complete a cost benefit analysis of different forms of higher education in Vermont.

In December, 1972, Mr. Charles A. Parker completed a lengthy cost benefit study comparing costs associated with the CCV program with those of other public colleges in Vermont.

6) To attain reliable, on-going financial sources for future CCV operations.

The College made a giant step forward when the Governor of Vermont included an appropriation for the College in his "Executive Budget". The legislature approved the appropriation with only a minor cut. Two other sources granted significant operating funds to the College for the immediate future.

- The Noyes Foundation of New York, granted $75,000. for use as scholarships over the three year period of July 1, 1973 - June 30, 1976.

- The Fund for the Improvement of Postsecondary

Education, a part of HEW, granted the College $750,000. in June, 1973, for payment of full-time staff. $470,000. is allocated for FY'74 and $280,000. for FY'75.

7) To complete the study and evaluation of the CCV project for the Office of Economic Opportunity.

The College terminated its highly successful relationship with O.E.O. on June 30, 1973.

8) To research and develop a financial aid program.

Mr. Pelton Goudey, director of CCV financial aid, has completed an eight month research project. A financial aid program, funded by $25,000. from the Noyes Foundation and $110,000. from the federal SEOG program, will be implemented in September, 1973.

9) To research and develop media as an instructional resource.

A media inventory of the state has been completed. In September, 1973, the College will have a print and visual media service for teachers and students.

10) To implement a comprehensive staff development program for the education of adults in Vermont.

A staff development program has been designed and implemented for CCV staff. The program includes planning, needs assessment, delivery, and evaluation on a yearly basis.

11) To achieve cooperative working relationships with existing human, physical, and programmatic resources.

The College has continued and strengthened its working relationships with several high schools in the state. In addition, a cooperative degree program and credit bank has been developed with Johnson State College and a credit bank has been developed with Lyndon State College. The CCV has offices on both campuses.

Individual site relationships with service clubs, businesses, agencies, churches, and other organizations have improved also.

12) To continue emphasizing the need for coordination of education programs for adults throughout Vermont, such as Manpower, Adult Basic Education, and the CCV.

Other than an excellent cooperative staff development program with ABE and a few referrals with several agencies, coordination continues to be very low.

13) To develop a set of alternative growth models for the future of CCV.

This was not done and has become a goal for FY'75.

Other Accomplishments and Highlights

The College is rightfully proud of its development during the past year as described in the section on goals. Some other highlights reflect the increasing strength and ability of the institution:

- The College's Advisory Council continued to play a vital role in CCV affairs. During the year, the Council made recommendations to the director and the provost in several areas of policy, planning, and budgeting. Notable among these were the voluntary tuition recommendation and the recommendation of two new degree programs in General Studies and Administrative Services.

- In May, 1973, the College was visited by a three member team from the New England Association of Schools and Colleges. After an intensive evaluation of the College, the committee reported back to the NEACS. The College was granted candidate status in the Association in late June.

- The College graduated eight students with associate degrees in Human Services. The ceremony was held in front of the Vermont State House on June 10, 1973.

- Change magazine, an educational periodical, editorialized on the Community College of Vermont in its June issue. Among other things, the editor asserted:

  "It is a clear case of imaginative, if imperfect, performance outrunning the ability of people to grasp its ultimate significance. It would be sheer folly for Vermont to now drop the ball on this highly creative forward step, so essential to its citizens' survival in the seventies. It is without doubt a virtuoso performance. Vermonters, of all people, appreciate good work at a fair price, and they have it here in spades."

- A review of the registrar's records show nearly 100 transfers of student records to other colleges, both in Vermont and out of state.

- Finally, the student data collected by the College showed continued and improved service to Vermonters without access to higher education:

Low Access Students	67%
Low Income Students	43% (an increase of 5%)
Females	72%
Average Age	28
Desire A Degree	37%
Desire Employment Related Skills	51%

The Community College of Vermont's progress toward its goals during FY'73, coupled with its other accomplishments, indicates the increasing ability of the College to provide quality service to its students, the residents of Vermont.

Section II

THE LEARNING SUPPORT SYSTEM AND DEGREE PROGRAMS

". . . If you want to learn something the College will try to find someone qualified to teach it. Classes are kept small and the teacher and students mutually decide what goals they want to reach and how they'll do it."

- Sam Hemingway,
Lamoille County Weekly,
July 26, 1972.

THE LEARNING SUPPORT SYSTEM AND DEGREE PROGRAMS

Carl had just returned from Vietnam. With no high school diploma, it was hard to find a good job; but for the first time, Carl had an idea of what he wanted to do with his life. He wanted to become a mental health technician. Contacting the Community College, he learned that it offered a program in Human Services; he could tailor the program specially to fit his needs in mental health technology. Because he was working during the day, he began taking night courses in biology and counseling techniques. During this time, he met with a CCV counselor and, using the program outlines, developed a learning plan, sketching out his career goals, how he would meet them, and how he would demonstrate that they had been met. This plan would later be developed into a "Contract-to-Complete," which, when fullfilled, he would submit for the associate degree.

When he met with his Review Board, they offered some ways in which he might meet his learning goals and suggested how he might broaden his general background. During the following months, he worked with an on-the-job training supervisor, took a number of CCV courses, completed his GED, and drew on his training in the service, where it was relevant.

When he and his counselor felt he was ready, he completed his contract and submitted it to the Review Board. Shortly after, Carl received the associate degree.

From Carl's point of view, Community College means a chance to get training and a degree that would not otherwise have been available. With no high school diploma, needing to work full-time, and living far from any regular college campus, Carl would normally be unable to continue his education. CCV's community-based, student-centered approach has changed this.

Because the College draws instructors from among people who normally hold other jobs in the community, the CCV's full-time staff is made up exclusively of student counselors, teacher support professionals, and administrators. Community College helps to bring together those who want to teach with those who want to learn.

Staff functions are divided into those which support students and those which support teachers. The student support staff members develop outreach programs for special students, run orientation and registration meetings, help to keep

classes running smoothly, deal with remedial problems, and generally work with students to overcome the barriers which keep them from becoming what they want to become. Since most CCV teachers do not teach for a living, the teacher support staff provides help in setting up classes, planning courses, finding materials, training teachers, evaluating learning, and generally aiding each course to run unencumbered.

About forty per cent of the students have expressed an interest in working toward a degree. To help them, CCV has prepared three programs: Human Services, Administrative Services, and General Studies. It is anticipated that the latter two will be in operation early this Fall. The first of these provides training for paraprofessionals in counseling, child development, mental health technology, and education professions. The second program leads to jobs in the areas of office occupations, marketing, and business management. These might include bookkeeping, programming, library technology, secretarial work, advertising, purchasing, sales, office management, small business administration, personnel management, and public relations. The General Studies program is a highly flexible option designed to provide a framework on which students may design their own learning activities in any chosen field. Instead of requiring "subjects," it specifies that students conduct their studies to meet a set of fifteen "process goals," such as thinking critically and analytically, carrying out a systematic problem-solving sequence, working skillfully with the hands, or establishing a productive, helping relationship with another person. In addition to the associate degree, the Community College offers a certificate in each area upon completion of approximately half of the degree requirements.

All of these programs are developed around the idea of a "Contract-to-Complete". Rather than accumulate a number of credits, students write learning plans in which they identify a number of goals based on the program guidelines. During their course of study, they work to meet these goals, documenting their learning as they go along in terms of specific objectives accomplished. These are ultimately pulled together in the final contract. Throughout the process, students work closely with a counselor and members of the Regional Review Board—a group made up of students, teachers, and professionals drawn from the local community. Initial review of the plans and their final approval are the responsibilities of this Board. College-wide consistency is maintained by a CCV Review Board, which examines contracts from all over the State and provides guidelines and criteria to the Regional Boards.

In June, 1973, Community College's first eight students to receive degrees in Human Services were specially commended by the provost of the State Colleges for the high quality of their work. Their accomplishments, along with those of more than 1,400 other students, offer living proof that, given the opportunity and responsibility to design their own learning in a real-life setting, Vermonters can do it—and do it well.

Section III

PLANNING SERVICES

"But with options still open, they learned fast, adopting sound "managerial skills" in the process, which . . . had been regarded as dirty words. They now run educational offerings and evaluative controls superior to many more distinguished institutions."

- George W. Bonham, Change, "Editorial: The Politics of Change," June, 1973, page 17.

PLANNING SERVICES

CCV is both an "operating" and a "developing" educational institution of an unconventional nature. In order to provide a flexible, changing response to community and individual demands for educational services, and to increase its competence as an institution providing these services, CCV attempts to utilize creative management and planning skills.

During the past year the planning services staff component has provided CCV staff and team leaders with management and planning guidance through involvement in the following tasks:

1) the all-college goal setting process,

2) the preparation of "Regional Site Plans" by each regional site,

3) over thirty-five separate systems development projects undertaken by each professional working team (ie., teacher supporters, student supporters, etc.) all of which are geared to improve services to students,

4) a student survey analysis conducted during each trimester to provide staff with specific feedback data on CCV students,

5) the preparation of a Cost-Benefit Analysis of CCV activity,

6) regular meetings with regional site co-ordinators to discuss special managerial and planning problems as they arose.

During FY 1974, planning services will attempt to accomplish the following:

1) to develop a more rigorous budget-building process which will include an introduction of PPBS in some modified form,

2) to formalize the management information system (MIS), and to increase the quality and relevance of information to various CCV users,

3) to hire a full-time evaluation specialist who will help staff assess the effectiveness of CCV in meeting its stated objectives,

4) to continue to refine and develop the regional site planning process.

Section IV

PLANNING PROGRAMMING BUDGET SYSTEM

". . . Action is what Community College has provided for students who might otherwise never have pursued their dreams."

- Ann T. Reynolds,
The Times Reporter,
June 1, 1973.

PLANNING PROGRAMMING BUDGET SYSTEM

The Community College is in the process of designing and implementing a Planning Programming Budgeting System (PPBS). This system will be utilized to enable the staff to generate more input in the budget-building process, to evaluate the cost-effectiveness of various alternative programs, and to develop greater efficiency in the allocation of its human and financial resources.

It accomplishes this task by grouping activities by programs whose costs and benefits can be evaluated. It is a technique to operationalize the college objectives, define programs to accomplish these goals, direct resources to the specific types of objectives and systematically analyze the available alternatives. In a planning programming budgeting system, a rigorous analysis of proposed programs occurs leading to a decision on a desired mix of programs which cannot all be accomplished. The selection should be based on both qualitative and quantitative criteria in which a comparison of costs and benefits of competing programs occur.

Planning is the attempt to determine all the college's long-term objectives. If done correctly, it should provide the staff with a more systematic basis for choice. It is a tool to partially control the future rather than just reacting to or being controlled by it. Programming defines the resources which can be best applied to the successful achievement of the objectives (i.e. it operationalizes the objectives). It implies comparison of various resources and resource mixes. Budgeting defines, in terms of dollars per year, the financial implications of the programs. A cost-benefit analysis is part of this process, ranking the programs and selecting the optimal mix within the constraint of available monies.

Section V

THE ROLE OF THE REGISTRAR

". . . Despite the fact that marks are not given, students . . . (display) . . . competency in a subject. On this basis they can usually transfer with credit into a state college that offers comparable courses."

- Kenneth G. Gehret,
The Christian Science Monitor,
August 19, 1972.

THE ROLE OF THE REGISTRAR

The visible part of the service of a registrar to students begins only when the student is ready to leave the Community College. After going through a series of learning experiences with the CCV, a student may find that he or she has developed the skills and the desire for a better job, or for education beyond the associate degree level.

The transcript from the Community College is in a narrative form, designed to be a natural outcome of the evaluation system used by the CCV, which, in turn, is the result of the instruction-by-objectives system used. For each course on the transcript, there is a section for a description of the course's objectives that were negotiated by the teacher and the students before the course began. There follows a section of evaluation; not only by the teacher (of the student's success in meeting the objectives), but also by the student (of his or her performance in the course).

The information to assemble these transcripts comes from all regional site offices. Each office has its own unique set of problems to deal with as it becomes a part of the whole CCV permanent student record system. In addressing these problems, each of the seven offices is operating under the guidelines set forth in "A Guide to an Adequate Permanent Student Record and Transcript" published by The American Association of Collegiate Registrars and Admissions Officers.

A further service provided by the registrar is the administration of CLEP (College Level Examination Program) tests. It is quite often the case that, because of special interest and reading, or because of special job related knowledge, someone without a college degree already knows more than he or she would ever learn sitting in a classroom. The aim of CLEP testing is to give recognition to this knowledge and to provide a starting point for those adults who have come to want a college degree.

CLEP is a series of standardized examinations designed by the College Entrance Examination Board. They test a level of knowledge, roughly equal to that of a college sophomore, in subjects ranging from English Composition through immunohematology.

Under a special arrangement with CEEB, the Community College is designated as an open test center in the "circuit rider" model. This means that, unlike most test centers which are tied to a single geographic location, the CCV is free to take the CLEP tests to any part of the state where students want to take them.

Section VI

TUITION AND FINANCIAL AID

"The Community College plan aims its services at persons outside the traditional educational system, puts strong emphasis on training for the job, and seems to offer large cost advantages over regular college schooling. It's worth watching."

- John C. Crowther,
Times-Argus, "Editorial:
The New State College,"
September 26, 1972.

TUITION AND FINANCIAL AID

When the Community College of Vermont merged with the Vermont State Colleges in September, 1972, one of the merger stipulations placed upon Community College was to develop and implement a tuition policy to support CCV learning activities.

In December, a tuition committee was formed. This committee is made up of a representative from each regional site and the central office. It began to hold regular meetings to develop a viable tuition policy for the Community College of Vermont.

In January, 1973, using Carnegie Corporation funds, a director of financial aid was hired to develop an aggressive financial aid program and to assist the tuition committee in its efforts.

The tuition committee, meeting almost weekly, proposed three alternative tuition policies. The College staff voted to adopt the proposal that called for the payment of tuition by students on a voluntary basis. This proposal was approved by the Community College of Vermont's Advisory Committee and by the Vermont State College's Board of Trustees at their June, 1973 meetings.

Also in June, the College was approved by the Veterans Administration, enabling veterans attending the Community College of Vermont to receive educational benefits; was certified to participate in the federal student financial aid program by the U.S. Office of Education; and was awarded $110,859 in Federal Supplemental Educational Opportunity Grants funding for its student financial aid program.

Section VII

EDUCATIONAL MEDIA RESEARCH

"(The New England Association of Schools and Colleges) . . . voted to award CCV with the status of candidacy for full accreditation. This is a giant step for the fledgling institution, because it shows New England educators are willing to accept the unconventional CCV program."

- Capitol Bureau,
The Burlington Free Press,
July 2, 1973.

EDUCATIONAL MEDIA RESEARCH

Last year's grant from the Carnegie Corporation enabled the Community College of Vermont to employ a researcher to investigate the uses of media. In the first four months, the following evaluations, surveys, and preparations were completed:

1) state wide survey of media resources available without charge to CCV,

2) observation of CCV operating conditions and interview of all staff and some teachers concerning media needs,

3) site visits to three state colleges, UVM, Dartmouth, and selected high schools to evaluate current levels of media activity and to explore the potential basis for cooperative media projects and shared resources,

4) thirty-page preliminary report with guidelines for planning the future use of media submitted to the staff,

5) experimental media center set up in the Springfield school system.

From January 1st to May 1st the concept of a community media center was tested, on an experimental basis, with teachers in the local school system. Assistance was provided to a teacher and students in production of a nine projector slide-tape show based on Mark Twain's "The War Prayer". Supervision of a special communications project, called Technology for Group Dialogue developed by M.I.T., was also provided at the senior high school. Some small projects were conducted with elementary school teachers and students as well. During this time, the basic proposals for funding future media operations in the college were written and preliminary contacts with foundations were established.

From May 1st to the present, a media delivery system for the college is being designed for operation in September. An extensive media questionnaire was sent to all 135 Community College teachers in May. 41% responded and results were tabulated in a formal report. Also, a slide-tape show, to orient prospective teachers, students and the general public to the College, was produced. A collection of research materials was assembled and finally, recommendations for priorities and funding of an on-going media operation for the coming year were submitted to the College staff.

Section VIII

STAFF DEVELOPMENT

"Smith and a small talented staff guide a still fragile educational experiment short on traditions and overhead, but long on enthusiasm and energy. The result is a highly imaginative and practical instrument for educational service and social change—one that could put other states to shame.

- George W. Bonham, Change, "Editorial: The Politics of Change," June, 1973, page 16.

STAFF DEVELOPMENT

From its creation, Community College of Vermont has demanded staff skills which are specific to non-traditional adult educational institutions. When CCV originally set up a staff development program last year, it could only be specific about the needs of paraprofessionals on the staff. However, as research and activities progressed, it became clear that staff development should be approached by broad institutional functions rather than particular individual roles. Consequently, during the past year, the College identified three general functional skill areas for staff development:

1. Student Support Training——Training for CCV's student support staff includes these skill areas: a) educational counseling and needs assessment of the non-traditional and adult students, b) community outreach and contact with non-traditional and adult students, c) learning contract-writing, and d) non-educational support, including logistical support of students and referrals to community and state social service agencies and programs.

2. Teacher Support Training——This functional area includes staff skills in: a) recruiting and selecting community-based professional and non-professional teachers, b) supporting and training teachers, c) useful teacher evaluation and teaching feedback techniques, d) helping teachers write specific, instructional objectives and designing effective means for student evaluation.

3. Administrative Support——This includes organizational development training for CCV managers and staff teams to help staff deal with both the technical processes of planning, managing, and evaluating a non-campus, open-access institution, as well as to help staff deal with the human and team processes which contribute to the building of effective human relationships in the organization.

Though begun last year, the staff development program was not totally operative until early this Spring. Therefore, its effect has not yet been felt substantially. Nonetheless, as the past year progressed, an effective planning process was developed and some training activities were initiated. Activities to date have been fitted to meet the needs of the staff, ranging from individual study programs to one-day workshops.

CCV has attempted to use fully both existing staff and outside resources in training efforts. The College will continue to coordinate its activities with those of Adult Basic Education and other Vermont educational institutions. In addition to increased efforts in using existing resources, continued development of a program that is responsive to unique staff needs will be emphasized during the next year.

Section IX

COLLEGE PLANS AND FUNDING

FOR

FY/1974

"What we are awarding is a wholly honorable diploma. The recipients have a right to be proud of receiving it. The Vermont State Colleges are proud to award it. And I think the confidence shown by the State of Vermont in this unusual and exciting educational venture is thus far amply justified."

- Dr. Robert S. Babcock
Provost of the Vermont State Colleges
Remarks at CCV Graduation,
June 10, 1973.

COLLEGE PLANS AND FUNDING

FOR FY'74

CCV Finances and Funding

The College operates, fiscally, under the direction of the Vermont State Colleges' Board of Trustees. The coordinator of administrative services conducts the financial and business operations of the College, under the director, within the financial framework of the Vermont State Colleges' system.

Currently, the college is funded primarily by HEW Grant No. OEG-0-73-6447 which provides funds to pay salaries and fringe benefits for full-time personnel in the amount of $471,500. for FY'74 and $279,300. for FY'75. The College also has an appropriation from the State of Vermont for FY'74 of $50,000. which will be used to partially support operations. Contracts for educational and training services with various agencies (e.g. New Careers, Public Service Careers, etc.) have generated and will continue to generate additional funds for the Community College.

CCV also receives significant in-kind services; including classroom and office space, technical advice, and other forms of cooperative assistance from the communities it serves. Estimates for the value of these services in FY'74 are above $75,000.

The CCV continues to explore various foundation, federal, and state sources for funds to finance new courses and programs. New programs in the planning stage for FY'75 include: a new site in Franklin and Grand Isle Counties, or in Rutland and Bennington Counties; expanding the Central Vermont Site to include Orange County; and a program to increase the effectiveness of the Vermont public library system as a learning resource.

Balanced budgets are prepared by the coordinator of administrative services and the director, and are submitted first to CCV's Advisory Council then to the provost for recommendation for approval by the State Colleges' Board of Trustees. Special projects are budgeted when contracts are made. Monthly statements and budget studies will be sent to the VSC financial officer. In addition, monthly cash flow reports and semiannual expense reports will be prepared and sent to HEW.

Annual audits will be made under the direction of the State Auditor of Accounts.

CCV Goals For FY'74

The College's goals for the upcoming year reflect a consolidation of the gains made to date.

1) To commit dollars and personnel, in the amount of $10,000. per site (in new or re-allocated funds) in the yearly plan, to begin Fall, 1973, to develop new programs for low access people, who will be included in the design of these programs.

2) To develop a procedure to determine a limit on the number of students which takes into account staff capabilities and quality performance. "Quality performance" to be defined.

3) To continue to develop existing contacts with agencies and set priorities for new contacts in relation to sharing resources and programs, and developing new programs.

4) To develop agency and program linkage with Vocational Education.

5) To build reciprocal cooperative relationships with other educational groups and institutions.

6) To be open to all Vermonters with a significant portion of effort directed to persons of low access.

7) To set a time to examine the experience to date in reaching and supporting the target population students, and to regularly examine and evaluate this experience.

8) To explicitly define outreach to the target group in terms of staff time and effort involved in serving each group. The CCV wishes to emphasize potential student groups with multiple access problems.

9) To increase attention to target population males.

10) To offer courses on demand with emphasis on at least the following groups:

    a. existing target population students without contracts,

    b. contracting students,

    c. courses which attract new target population students, and

    d. courses which meet the particular needs of the individual communities.

11) To assure that all learning experiences recognized by the CCV include a specific written statement of what the goals are, the means by which they will be met, and a clear statement, to the student, as to how he or she will be evaluated. The CCV is committed to competency based education and evaluates its students on the basis of skills and competencies acquired. In cases where students need "credit" for external purposes, these will be allocated with a formula developed by the registrar based on time. All prior learning experiences recognized by the CCV must include a specific written statement of what the goals were, the means by which they were met, and a clear statement of how the experience was evaluated.

Section X

APPENDICES

APPENDIX A

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

AND

COMMUNITY COLLEGE

OF VERMONT

ADVISORY COUNCIL

VERMONT STATE COLLEGES
BOARD OF TRUSTEES

Richard H. Wadhams, Chairman

Francis H. Carpenter
Arthur J. Crandall
E. Dean Finney
Janet F. Gillette
Maureen A. McNamara
Ruth W. Page
Edward K. Reiman
N. Dean Rowe

Provost Robert S. Babcock, ex officio

Governor Thomas P. Salmon, ex officio

COMMUNITY COLLEGE OF VERMONT
ADVISORY BOARD

Alan H. Weiss, Chairman

Polly A. Bisson
Richard J. Collins
Lee M. Davis
Thomas C. Davis
Janet F. Gillette
Lloyd R. Lagrow
Denise D. Michaud
Marjorie M. Moore
Gerald I. Morse
Stuart J. Savage

Marian C. Taylor

APPENDIX B

COMMUNITY COLLEGE

OF VERMONT'S

STAFF

STAFF

Central Office
Community College of Vermont
18 Langdon Street
Box 81
Montpelier, Vermont 05602
828-2401

W. Scott Bassage - Registrar

Diane C. Churinske - Secretary, Planning Services and Information

Laurent A. Daloz, Jr. - Coordinator of Learning Services

Pelton Goudey - Financial Aid Director

Joanne L. Goyette - Secretary, Administrative Services

Dorothea S. Hanna - Coordinator of Administrative Services

Steven F. Hochschild - Coordinator of Planning Services

Deborah Houston - Training and Development Officer

Norene C. Huntington - Secretary to the Director

Ion C. Laskaris - Media Researcher

Kathryn L. Maxham - Secretary, Learning Services

Charles A. Parker - Financial Analyst

Peter P. Smith - Director

Daniel Vecchitto - Information Officer

Mary L. Wade - Student Support Coordinator

STAFF (cont.)

Central Vermont

Washington County Office
Union #32 High School
Gallison Hill
Montpelier, Vermont 05602
229-0326

Johnson Office
Senator's Hall
Johnson State College
Johnson, Vermont 05656
635-2356 ext. 369

Jon Cloud - Teacher Support

Emily Donahue - Administrative Assistant

Ronald Hale - Student Support

Donald Hooper - Teacher Support

Warren Needham - Student Support

Clotilde Pitkin - Student Support

Marilyn Turcotte - Student Support

Margery Walker - Coordinator

Margaret Williams - Student Support

Northeast Kingdom

Lyndonville Office
Box 927
Lyndonville, Vermont 05851
626-3335 ext. 263

Newport Office
35 Main Street
Newport, Vermont 05855
334-7227

Lorene Chicoine - Student Support

Elaine Economopoulos - Student Support

Ellen Edwards - Student Support

John Findlay - Student Support

Peter Garon - Coordinator

Sigfrid Lonegren - Teacher Support

Paul Richter - Teacher Support

Nancie Walsh - Secretary

STAFF (cont.)

Southeastern Vermont

Bellows Falls Office
Community Learning Center
7 Westminster Street
Bellows Falls, Vermont 05101
463-3747

Brattleboro Office
Community Action
Brattleboro Area
53 Frost Street
Brattleboro, Vermont 05301
245-9781

Springfield Office
Park Street School
Springfield, Vermont 05156
885-5228

Marcia Daker - Student Support

Carman Dawson - Student Support

Geraldine Hammar - Student Support

Ronald Krupp - Student Support

Michael Redmond - Student Support

John Turner - Teacher Support

Sandra Wood - Office Manager

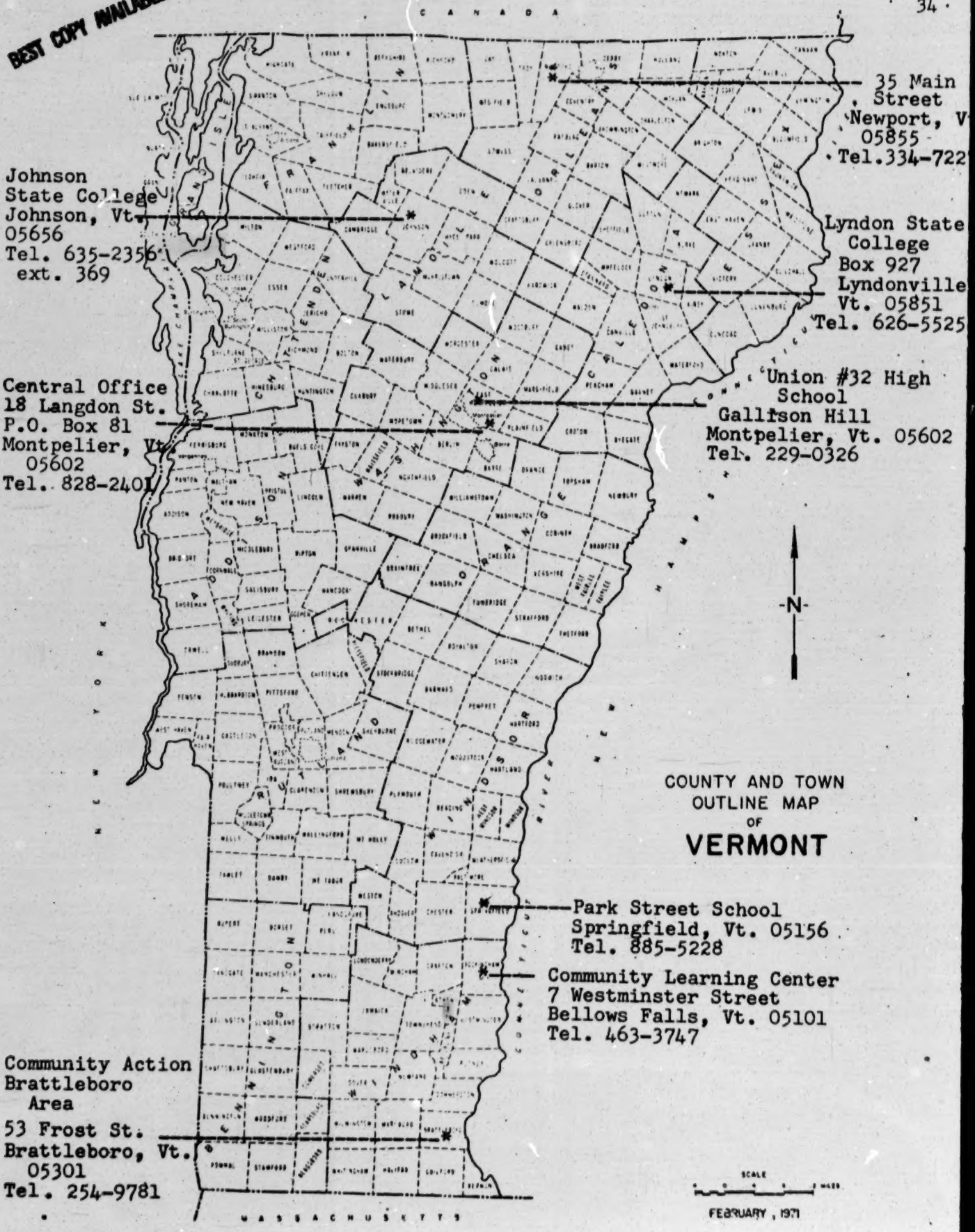
Thomas Yahn - Coordinator

APPENDIX C

OFFICE LOCATIONS

BEST COPY AVAILABLE

COMMUNITY COLLEGE OF VERMONT OFFICES



APPENDIX D

FINANCIAL REPORTS

COMMUNITY COLLEGE OF VERMONT

Budget for Fiscal Year 1974

Approved by The Vermont State Colleges' Board of Trustees

Revenue		
State appropriation		50,000
Foundation grants		55,000
Tuition	135,000	
Less, Waiver	45,000	90,000
Federal grant		471,511
Other sources		18,694
Total revenue		685,205
Expenditures		
Administration		
Personnel	135,023	
Operating expense	61,794	196,817
Learning Services		
Learning service personnel	336,488	
Instructional services	121,500	
Operating expenses	30,400	488,388
Total expenditures		685,205

COMMUNITY COLLEGE OF VERMONT

Preliminary Unaudited Statement
Year Ending 6-30-73

	OEO Grant #10058 $	Restricted* Funds $	$	$
Fund Balance 7-1-72			9,464	
Cash on hand and in banks				74,898
Accounts Receivable				2,082
Prepaid Expences				191
Accounts Payable			3,133	
Receipts	302,812	181,529	484,341	
Disbursements				
Personnel	259,624	83,214		
Travel	15,577	5,370		
Conference & Rent	8,080	479		
Supplies	5,212	4,223		
Equipment	6,011	1,191		
Other	18,989	11,797		
Total Expenses	313,493	106,274		419,767
			496,938	496,938

*Formerly Referred to as
Special Projects

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 11 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION